“ANALAYSIS OF ICT PRONESS IN THE SCHOOLS OF NORTH KARNATAKA- A CASE STUDY”

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RESEARCH GUIDE

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1. INTRODUCTION:

Education is the greatest asset for every human being. It is the backbone of the overall development of individual as well as nation. In the ancient period education took place simply through oral lectures, dialogues, reading books, use of chalks and blackboard. Moreover traditional system of education is based on a teacher-centered education. But in the modern society, technology brought greater improvements in the education system because technology plays an important role in student-centered education. With the help of technology, students can progress at their own pace and can become an active participant to receive information.

Information and communication technology (ICT) has developed rapidly over the past twenty years. Its wide application makes a huge impact on the society and our daily life. In particular, information and communication technology (ICT) breaks the traditional boundaries of learning and teaching, and brings enormous changes to the education sector. The Government has been promoting the use of ICT in education vigorously in the past decade. One of its goals is to turn e-Learning into an effective learning mode.

Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance, and administration.

Over and above the transition where ICT is gradually refining the education scenario government policies and guidelines further solidify the upscale of the Indian academic system.

1.1 MEANING AND DEFINITIONS OF ICT:

The term ‘ICT’ is composed of two words, where every word has its own general meaning. Therefore, Information Technology = Information + Technology and Communication Technology = Communication + Technology.

ICT is concerned with different aspects of communication, information transmission and information exchange using modern technologies. In the general sense, information communication technology refers to collection, storage, transmission, dissemination and recovery of information to developed different kinds of techniques and technologies. This kind of facility is being provided in the libraries using computers.

According to wiki dictionary, ICT means "the processing of data using computers, and the movement of data between computers."

According to Kaliammal, A. (2005), ICT refers to technology that provide access to information through telecommunication

Thus we can say that ICT is technology that supports activities involving information. Such activities include gathering, processing, storing and presenting data. Increasingly these activities also involve collaboration and communication. Hence IT has become ICT.

1.2 SCHOOL EDUCATION:

Education involves teaching people various subjects usually at a school or college or being taught. School is the foremost fountain of knowledge children are exposed to it gives a chance for them to acquire knowledge on various fields of education such as people, literature, history, mathematics, politics and other numerous subjects this contributes to cultivate in the thought process.

It takes a lot to make School great it comes with hard work and determination School climate a cohesive staff community involvement a strong leader and a rigorous curriculum are the key factors that determine greatness.

Education develops critical thinking this is vital in teaching a person how to use logic when making decisions and interacting with people's (example boosting creativity enhancing time management etc) education helps an individual meet basic job qualifications and make them more likely to be success in life.

1.3 ICT@ SCHOOLS:

ICTs have been changing the scenario of education. The classroom is no more without bounds advances not just a feeling of prosperity and produces a home-like environment and its inside is in fact all around prepared and intended for successful learning too.

The introduction of technology has completely changed the face of teaching-learning process. Teaching is not what it was. In the modern world of education, it is difficult to imagine a system of education without ICT. It has a prodigious impact on education.

The information and communication technologies are now essential for the functioning of educational institutions. It has influenced every aspect of the operations of the school system. ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal. Some of the remarkable features of ICT include:

- ✓ Anytime, anywhere
- ✓ Access to remote learning resources
- ✓ Motivating to learn
- ✓ Facilitating the acquisition of basic skills
- ✓ Enhancing teacher training

1.4 GOVERNMENT INITIATIVES TOWARDS PROMOTING ICT IN SCHOOLS:

The Government of India has taken several ICT initiatives through Ministry of Education and our Karnataka government also took many initiatives to promote ICT based education.

In India, school computing began in the early eighties through initiatives of a handful of private schools. It gained momentum with projects and schemes started by Government of India from time to time.

The significant role of ICT in school education has been highlighted in the National Curriculum Framework (NCF), 2005. To develop an appropriate and deliberate policy to enhance the role of ICT in education and poverty

eradication, the Department of School Education, MHRD, Government of India has decided to initiate a consultative and participatory process to formulate the National Policy on ICT in School Education for India.

The Ministry of Human Resource Development (MHRD) has announced to reform the education system by standardization at all levels of education via its National Mission on Education through Information and Communication Technology (NMEICT). NMEICT is an important step of the Government of India through which the socioeconomic condition of the underprivileged can be enhanced.

The Ministry has, over the last few years, developed a rich variety of online resources that are available for learners or students and teachers, where they can interact with each other in a classroom setting.

1.5 NEED AND SIGNIFICANCE OF THE STUDY:

It is well known fact that education is the basic need of the civilized society. Its basic aim is to cultivate the better persons who collectively make a better society. To achieve this aim quality education is the need of the hour. The present age is the age of information dominated by the digital technology. The technology is more pervasive and user-friendly has dominated our lives more and more.

In another context, The Covid-19 pandemic has disrupted the educational sector locally and internationally, with many believing that the pivot towards ICT has opened multiple opportunities and also levelled the field for schools that were earlier divided basis geographies, technological access, quality of academics and faculty, and more.

Over and above the transition, where ICT is gradually refining the education scenario, government policies, and guidelines further solidify the upscale of the Indian academic system.

Hence, government took many initiatives to promote ICT in schools. Even though many initiatives hardly we find few better ICT practicing or

incorporation in school especially in government schools we found. There is need to identify barriers, challenges and factors that make initiatives unsuccessful.

By keeping above contexts, researcher will plan to undertake 'Analysis of ICT Proness in the Schools of North Karnataka- A case study'

1.6 STATEMENT OF THE PROBLEM:

The Researcher will undertake the study **'Analysis of ICT Proness in the Schools of North Karnataka- A case study'**

1.7 OBJECTIVES OF THE STUDY:

The following objectives are framed for the present study;

1 To study the present status of ICT implementation in schools of north Karnataka.

2 To identify the problems faced during ICT execution in schools.

3 To analyse the effectiveness of ICT application in schools

4 To compare ICT implementation and its impact on quality education in government schools.

5 To design a conceptual model for efficient and effective ICT implementation in schools

6 To suggest measures for effective implementation of ICT in schools

1.8 SCOPE OF THE STUDY:

The scope of the study is limited to the cases reported in the districts of north Karnataka.

2. REVIEW OF RELATED LITERATURE:

Dr. Dipti. P . Bhatt(2021) Conducted study on role of ICT in women empowerment and education. The result indicated that ICTs are emerging as a powerful tool for women empowerment in a developing country like India. The main objective of the study was to know the role of ICT education in the overall empowerment of women.

Vinayak . G. Hegde(2021) Conducted study on a new digital initiative in virtual teaching and learning during lockdown period in India . The result indicated that online teaching and learning has drastically evolved and changed the face for modern education. Online learning is one of the most life changing innovations of the present study during pandemic times.

Krishnaveni and Meenakumari(2010) Conducted study on the implications of ICTs in the administration in higher education in terms of general administration, financial aspects, library and personal records of staff and student's data.

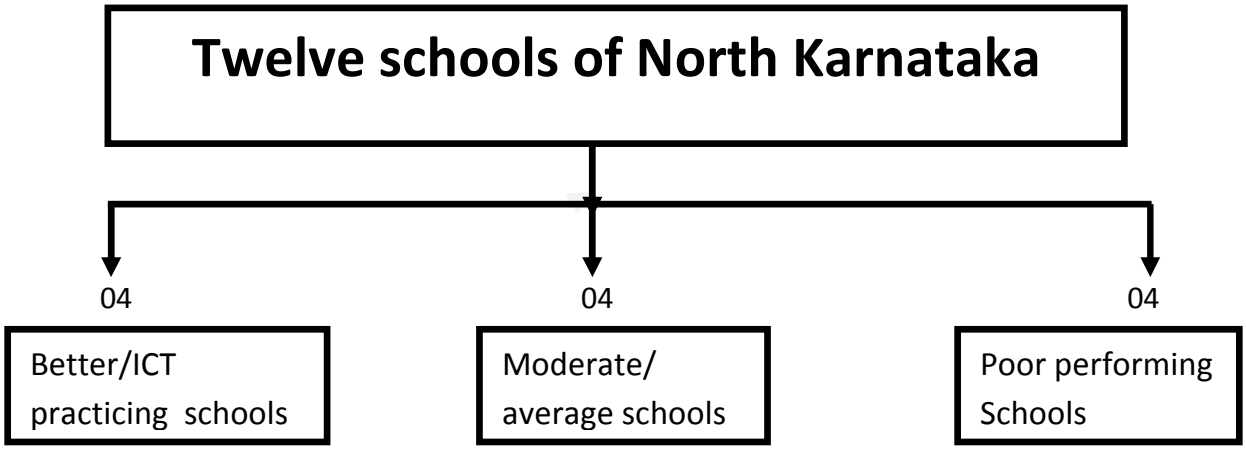
Wee & Zaitun(2006) Highlighted the obstacles in the adaptation of ICT tools in teaching & learning process. Newer versions of ICT tools , extra time needed for integration, poor network, and improper evaluation of ICT tools in teaching etc. are the major hindrances in the learning of information system in Malaysian universities. Successful implementation of ICT in higher education would help to remove these obstacles.

3. RESEARCH METHODOLOGY:

The following methodology will be adopted by the researcher

1. **Identification of the sample cases.**

In the present study researcher will be intended to twelve schools of north Karnataka state i.e Bidar, Kalburgi , Yadgir, Vijayapur, Raichur, Bagalkot, Koppal, Belgavi, Dharwad, Gadag, Bellari, Haveri and Vijayanagar for purposive sample technique.



II. Procedure of conducting the case study :

In case study on out line or procedure has been done with the help of interview observation and survey method.

III. Tools used for data collection:

For present study the following statistical techniques will be used to analyse data

a) **Unstructured interviews**: To get an in depth, holistic and comprehensive description about the cases, unstructured interview will be used.

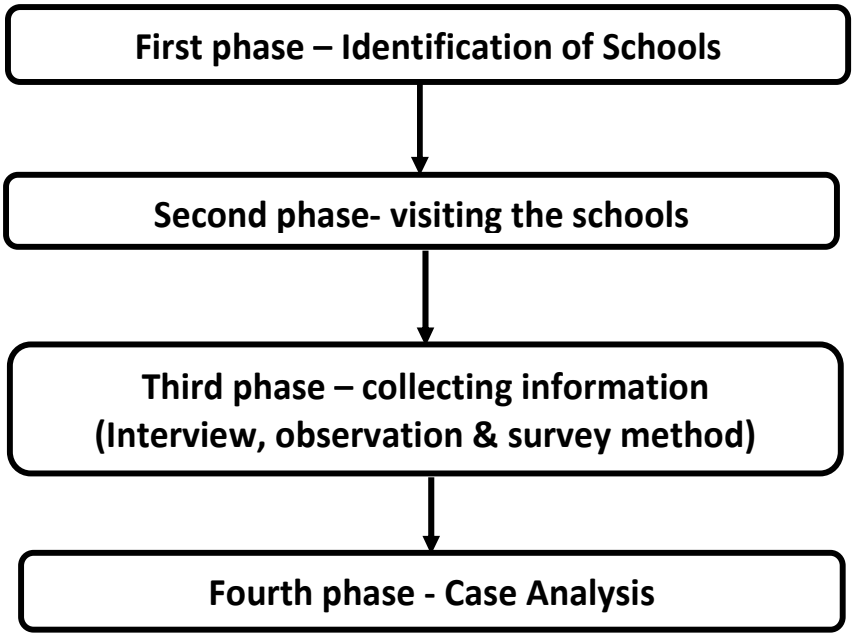
b) **Observation Method:** In this study the researcher needed observation schedule for the purpose of field visit to the selected schools.

c) Survey Method :

In this study researcher will do survey for understanding the uses of ICT and its effect.

IV. Process of data collection:

The following process will be followed for the collection of the data.


First phase – Identification of Schools
Second phase- visiting the schools
Third phase – collecting information
(Interview, observation & survey method)
Fourth phase - Case Analysis

First phase –

In this phase the researcher will identify and select schools from different districts of north Karnataka state based on the criteria of ICT practising schools

Second phase –

After identifying the researcher will visit selected schools to gather more information

Third phase –

The researcher will collect information of schools by taking interviews of principal teacher and student as well and also gather their success stories and also observation and survey method will be used by the researcher.

Fourth phase –

The researcher will analyses qualitative and quantitative data gather with the help of observation and survey method and also with the help of interviews.

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